

NAILA GASIMOVA
AZERBAIJAN STATE OIL AND INDUSTRY UNIVERSITY
nailya.gasimova@gmail.com

CHARACTERISTICS OF SPEECH COMPETENCE IN PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS

SUMMARY

This article highlights questions about the concept of “speech competence”, as well as gives the main characteristics of this concept. The list of modern requirements for improvement of speech competency in the field of specialization is provided in the paper. This work considers the present stage of education system and highlights the significance of university education. An essential role of the formation of the student’s ability to carry out professional communication at the intercultural level, through professionally oriented and subject-specific training in foreign languages is a crucial task of university education. Furthermore, the pedagogical and psychological aspects of the formation and improvement of speech competence are deeply considered. The issues of teaching foreign language speech to students, innovative educational techniques and methods for improving the speech competence of students are provided.

In modern society, knowledge of foreign languages is of paramount importance. In the era of globalization, as well as progress, a necessity for qualified specialists significantly increases in all areas of knowledge that are proficient in foreign languages. Language and linguistic education has become the most important tool for the successful life of a person, a means of communication between specialists of different countries, part of the culture. For these reasons, there is a tendency to increase the status of foreign languages, in particular, the English language, which strengthens the motivation for learning it. The mastery of foreign languages by young professionals guaranteed successful employment and competitiveness. This was the reason for the emergence such a phenomenon as “English for Specific Purposes” (ESP) [1]. It provides special vocabulary training services for a wide range of professions.

This article presents several methods for the formation and develops speaking skills based on the use of innovative educational technologies.

Keywords: foreign languages, education system, speaking competence, professional communication, philology, speech action, linguistic consciousness

Knowledge of English language, improvement of speech competency in the field of specialization is required:

<https://doi.org/10.59849/2224-9257.2024.1.295>

a) for the implementation of international contacts, such as in production, in science and technology (participation in conferences, symposia, seminars, joint ventures with foreign partners, business negotiations);

b) for self-education, professional growth, informational knowledge of the latest peace achievements in the field of science and technology, knowledge of English in the field of activity;

c) the ability to navigate the international space of IT, to have terminology and to be able to communicate on topics of specialty, to understand the interlocutor.

The main task of this work is to give a light of importance of speech competence and improving the speech competence of students in the study of the English language.

In the list of modern requirements for a graduate of higher educational establishments, a set of skills related to social interaction and communication is one of the first places [2]. This complex is expressed in terms adopted in the countries that are members of the Council of Europe, as well as our country. It is defined as communicative competence, which in the works of domestic and foreign researchers is revealed as the ability to act adequately in specific diverse speech situations, i.e. flexibility in communication, ability to cooperate and overcome conflicts, the ability to "work in a team" [3].

From a psychological and pedagogical point of view, within the framework of an activity-based approach to organizing the educational process, the use of the concept of "competency" is quite legitimate: it means the highest level of proficiency for professional activities for this stage of development of the student, which is represented by a system of general and specific professional abilities acquired in the course of practical oriented training sessions.

Communicative competence implies the development by students of the ways of conducting professional dialogue in compliance with the requirements of a common and professional culture, and therefore - involves the mastery of appropriate language means. Thus, the concept of communicative competence as applied to the characterization of a specialist's activity indicates the professionally specialized nature of a person's mastering of various language means, which constitute the material basis of speech communication processes in a particular professional sphere.

During the preparation of the student and his subsequent activities in the field of the chosen profession, it is precisely the various language tools that provide high quality communication both in the "intra-professional" communication of specialists and in contacts with the "external environment" - by customers and consumers of the results of their work. This means that mastery of certain linguistic means, which naturally specialize in the process of development of the student, is a necessary condition for the formation of professional consciousness [4].

However, to master the language of professional communication is possible only with the progressive identification and awareness of the subject content of the profession, since this process ensures the transformation of the consciousness of a future specialist from an ordinary state into the required professionally specialized form. In this light, the communicative preparation of students appears as one of the most important tasks of university education. Universities in a number of countries solve this problem by introducing native language courses in their specialized aspects. We believe that in cases where this task is not posed directly, it should be purposefully and organically woven into the broader tasks of mastering the chosen profession. An important component of this task is the formation of the student's ability to carry out professional communication at the intercultural level, which is acquired through professionally oriented and subject-specific training in foreign languages. We can say that the development of communicative competence takes on two dimensions, as it were: one is related to the movement "in depth" of the subject of communication from general to its special and subsequent professional understanding; and another, with a wider coverage of the subject at the intercultural level. A key role in the process of professionalization belongs to its initial (substantive) stage, at which the primary ideas and concepts associated with the future profession are laid. They must be immediately formed on an adequate basis. For this, students who are just starting to study should already have an "image of the goal" —a representation of those professional forms and methods of discourse that they will have to master. In addition, it is necessary to clearly identify the complex of communicative skills that should be assigned to students [4].

These, in particular, include the ability to ask questions and clearly formulate answers to them, listen carefully and actively discuss ideas, comment on the interlocutor's statements and give them the correct critical assessment, adapt their statements on general and professional topics in relation to the situation and to other participants in communication.

We especially note the skills associated with proficiency in professional terminology, which should be accumulated from the first course of training. Knowledge of professional terminology is a necessary condition for the implementation of future professional activities. However,

a simple accumulation of terms, resulting in copying specialized "bird speech" with the help of both native and foreign languages, does not in itself solve the problem of forming the foundation of professionalization. It is important to understand that terms are necessary and important as a means of fixing the content of concepts. Their consolidation should logically complete the next segment of the process of mastering the subject matter, presented based on professional concepts. The study of specific subject content at a conceptual level implies the adequacy and flexibility of the use of appropriate language structures [5]. Students should not only

<https://doi.org/10.59849/2224-9257.2024.1.295>

understand what and how to say, but also understand why they say so. If the first is connected with the presence of ideas about the ways of expressing any content characteristic of a given professional language culture, the second is with an understanding of the conditions of a professional communicative situation that must be taken into account when revealing the corresponding subject content.

Some Drawbacks in Teaching Speaking Skills

At the present stage of development of our society, the national training program provides the education system's the modernization of the content, associated with innovative processes in order to improve the quality of specialists.

Today, higher education faces the problem of higher purposeful training of students in the culture of professional communication, since it shows all the originality of the individual, especially his moral potential. In the present organizational models of educational interaction between a teacher and a student are also changing over time. The dominant trend in the development of education and an effective means of improving the professional training of students is personal oriented training, in the process of which modern pedagogical technologies are also used. In this regard, the principle of professional orientation is of particular importance and priority. However, as it was mentioned before, in the practice of University training, not enough attention is paid to the training of speaking skills. T. A. Ladyzhenskaya defines proficiency in professional speech as "the most important professional skill" [6].

Observation and study of the experience of teachers of various universities, as well as own experience; allow us to conclude that students experience certain difficulties when communicating on professional topics. In particular, students' statements often suffer from insufficient detail and logical inconsistency. They do not always take into account the situation of communication, find it difficult to express their own opinion, when formulating their point of view; they have a slow pace of speech, in addition, it is full of unreasonable pauses, moreover, inadequate vocabulary is used in speech, and words and phrases related to professional terminology are omitted and paraphrased.

In our opinion, this is due to the low level of language training of applicants, insufficient elaboration of the University's system of speech development (in particular, professional speech), based on the establishment of inter subject relations in the study of all disciplines of the linguistic and literary cycle, the lack of special methodological studies on teaching professional speech on the material of artistic texts using modern pedagogical technologies.

The issues of teaching foreign language speech to students have always attracted the attention of a large number of professional speech), based on the establishment of inter subject relations in the study of all disciplines of the linguistic and literary

cycle, the lack of special methodological studies on teaching professional speech on the material of artistic texts using modern pedagogical technologies.

The issues of teaching foreign language speech to students have always attracted the attention of a large number of researchers, both representatives of "pure" Philology, and specialists in the field of teaching methods of German languages. This is confirmed by a fairly large number of papers summarizing the theoretical and practical experience gained during the training of various categories of students for whom English is not the main subject. Speaking a foreign language is an important standard for the student's personal self-esteem, since it is a good speaking proficiency that is most often taken as a criterion, a standard for which the orientation of the educational activity of the future graduate of the University takes place. The ability or Vice versa, the inability of an individual to maintain adequate speech communication with representatives of a foreign language culture, colleagues in the chosen profile, becomes the basis not only for determining the educational achievements of the students, but also, a kind of assessment, rating of the University where they received their education.

At the same time, in oral speech there is a greater variety of vocabulary, the use of colloquial forms, idioms, etc. it is usually assumed that the lexical diversity of oral speech is a consequence of the variety of contexts that arise during interpersonal communication, sometimes quite spontaneously, without connection with what the participants of the dialogue said earlier [7].

The Main Characteristic of Speech Competence

Oral speech is a process of exchange of opinions that takes place in different contexts, carried out using verbal and non-verbal symbols. Speaking can be interpreted as the result of communication, and as a tool necessary for its implementation. If we consider this phenomenon as a tool for communication between two or more people, then the appearance of interactivity in the course of the dialogue is not in doubt.

As mentioned earlier, information is transmitted by verbal (speech) and non-verbal (facial expressions, gestures, etc.) means. Speech communication is communication through the word. A. S. Makarenko believed that a teacher can become a master teacher only when he learns to pronounce even the simplest words and phrases (for example, "Come here") with 15-20 intonation shades. The ability to use a word, to express your thoughts emotionally is very important and relevant for a specialist in any industry, because by controlling his own speech, he manages, to a certain extent, the speech of other subjects of the educational process. This ability to manage is the competence. Competence – a range of issues, problems and tasks in which a particular specialist is a knowledgeable person, i.e. has the appropriate knowledge and personal experience [8].

Speech competence means knowing how to form and formulate thoughts using language, as well as the ability to use language in speech. This type of competence is also called sociolinguistic by some researchers, in order to emphasize the inherent ability of the owner of such competence to choose the necessary linguistic form and method of expression depending on the conditions of the speech production: the situation, communicative goals and intentions of the speaker.

The study of the content of sample programs created on the basis of the state standard of basic and secondary (full General education) showed that it was selected and structured on the basis of a competence-based approach to learning. In accordance with this in 5-9 grades all types of competences (communicative, language, linguistic and cultural) are formed and develop, and in high – they are developing and improving. All these competencies are inextricably linked, which provides an integrated approach to improving linguistic and communicative skills that solve the main task of modern education – the formation and development of a language personality that can analyze the information contained in the text, create your own speech utterance and apply the results of intellectual activity in practice, i.e. fluency in different areas and situations. Scientist and linguist V. V. Vinogradov states: "A person's culture of speech, good knowledge and flair for the language is the best support, the surest help and the most reliable recommendation for each person in their social and creative activities."

Speech competence is the knowledge, skills, and abilities necessary to understand others ' and generate their own programs of speech behavior that is adequate to the goals, areas, and situations of communication. To form speech communication skills, the following skills are required:

- ability to understand the topic and understand the logic of thought development;
- ability to make a plan;
- ability to extract the necessary information from an oral or written source;
- ability to collect and organize material.

Methods for the Formation and Development Speaking Skills

The Method of Personality-Oriented Learning

One of the leading methods is the method of personality-oriented learning, in which the student himself determines:

- object of activity;
- form of activity;
- the form of submission of the received information [9].

The Incentive-Motivational Method

No less important is the method of pedagogical stimulation and development of communicative activity or the incentive-motivational method, that is, "a set of tools and techniques that encourage the pupil to certain actions". Among the forms of work that stimulate the development

<https://doi.org/10.59849/2224-9257.2024.1.295>

of students' speech competence in the classroom, we can name the following: conducting excursions, drawing up questions for interviews, protecting illustrations.

There are also various forms of extracurricular work of the incentive-motivational method: meetings and holidays with parents, role-playing games, writing articles in mass media, including School Newspapers, expeditions, working with archival documents and materials in district and regional archives, making crosswords, quizzes, etc.

In the process of working in any of the above forms, students make observations, recording interesting findings, their state and assessment of what they saw, and their feelings. These records help them understand their feelings, see their own mistakes in communicating with

others, analyze their communication skills, since verbal and written speech, as types of speech activity are implemented in interrelated speech-making processes – implemented in interrelated speech-making processes – the perception and reproduction of statements caused by the situation of communication.

The Design and Research Method

The design and research method, undoubtedly, based on the two above-mentioned methods, is widely used in independent activities. This method involves the formation and development of many speech skills:

- activity planning;
- search for material in literary and archival sources;
- selection and systematization of material;
- writing texts of scientific and journalistic style, essays;
- editing and improving texts;
- preparation of abstracts and reports (processing of previously created texts);
- public speaking in different audiences;
- answers to questions from opponents.

Methods Based on the Use of New Information Technologies New, but already well-established, are methods based on the use of new information technologies. Mastering these methods is an integral component of students' education, including its speech competence. The application of IT is carried out in two directions: as a form of illustrative and visual method and the creation of an independent electronic product. In the first case, students have the opportunity to comment on what they saw, make comments and additions, and with independent self-preparation of presentations, such speech skills as understanding the text, highlighting the main, and planning also develop.

The creation of an independent product is a more complex work, requiring a lot of technical skills and a variety of speech skills for collecting material, its systematization and presentation. They are carried out on the basis of the design and research method.

As the means of activity providing communication, speech production are primarily the units of communicative activity in which the potential of meanings developed by a person is realized, which, in turn, are the “units” of communication and generalization [10] that naturally arise and are just as natural transforming in the course of joint activities.

REFERENCES

- [1] Language teaching and learning in multilingual classrooms, Luxembourg: Publications Office of the European Union, 2015.
- [2] L. S. Vygotsky, Thinking and speech. Collected works: in 6 volumes, V. 2. Moscow: Publishing House Pedagogics, 2013.
- [3] P. Ia. Gal'perin, Linguistic Consciousness and Some Questions of the Relationship between Language and Thought. 2014, pp. 81-92.
- [4] Andrea Abbas & Monica Mclean, Communicative Competence and the Improvement of University Teaching: Insights from the field, Institute for the Advancement of University Learning, University of Oxford, UK, 2016.
- [5] Paola Baccin, Elisabetta Pavan, Developing Intercultural Awareness – an Ongoing Challenge in Foreign Language Teaching, Intercultural issues in the era of globalization, Warszawa, 2014, pp. 8-22.
- [6] A. A. Leontiev, Language and speech activity in the general and pedagogical psychology: collected psychological works. Moscow; Moscow Psychological Social Institute Publishing House, 2001, p. 536.
- [7] J. Derrick, and K. Ecclestone, “English-language Literature Review”, in Teaching, Learning and Assessment for Adults: Improving Foundation Skills, OECD Publishing, 2008.
- [8] Segura Alonso, Rocio, The importance of teaching listening and speaking skills, Spain, 2012.
- [9] Mavlyuda Xodjayeva, Rustam Kabulov, Rano Djuraeva, Alimjon Dadamuhamedov, Alisher Mukhammadiev, Personality-Oriented Learning Technologies, International Journal of Recent Technology and Engineering, Volume-8 Issue-4, 2019, pp. 7706-7708.
- [10] A. K. Markova, Psychology of assimilation of language as means of training. Moscow, 1974, p.24.

Н. ГАСЫМОВА

ХАРАКТЕРИСТИКА РЕЧЕВОЙ КОМПЕТЕНТНОСТИ В ПЕДАГОГИЧЕСКОМ И ПСИХОЛОГИЧЕСКОМ АСПЕКТЕ РЕЗЮМЕ

В данной статье освещены вопросы о понятии “речевая компетентность”, а также даны основные характеристики этого понятия. В статье представлен перечень современных требований к совершенствованию речевой компетентности по специальности. В данной работе рассматривается современный этап развития системы образования и подчеркивается значимость университетского образования. Важнейшей задачей университетского образования является формирование способности студента осуществлять профессиональную коммуникацию на межкультурном уровне посредством профессионально-ориентированной и предметной подготовки по иностранным языкам. Кроме того, глубоко рассмотрены педагогические и психологические аспекты формирования и совершенствования речевой компетентности. Освещены вопросы обучения студентов иноязычной речи, инновационные образовательные технологии и методы повышения речевой компетентности студентов.

В современном обществе знание иностранных языков имеет первостепенное значение. В эпоху глобализации, а также прогресса существенно возрастает потребность в квалифицированных специалистах всех областей знаний, владеющих иностранными языками. Язык и лингвистическое образование стали важнейшим инструментом успешной жизни человека, средством общения между специалистами разных стран, частью культуры. По этим причинам наблюдается тенденция повышения статуса иностранных языков, в частности английского языка, что усиливает мотивацию к его изучению. Владение иностранными языками молодыми специалистами способствует успешному трудоустройству и конкурентоспособности. Это послужило причиной появления (ESP), “Английского языка для специальных целей” [1], который обучает специальным навыкам по тренировке словарного запаса для широкого круга профессий.

В данной статье представлены несколько методов формирования и развития речевых навыков, основанных на использовании инновационных образовательных технологий.

Ключевые слова: иностранные языки, система образования, речевая компетентность, профессиональное общение, филология, речевое действие, языковое сознание

N. QASIMOVA

**PEDAQOJİ VƏ PSIXOLOJİ ASPEKTƏLƏRDƏN NİTQ
SÜRƏTƏLƏRİNİN XÜSUSİYYƏTLƏRİ
XÜLASƏ**

Bu məqalə "nitq səriştəsi" anlayışı ilə bağlı sualları vurğulayır, həmçinin bu konsepsiyanın əsas xüsusiyyətlərini verir. Məqalədə ixtisas sahəsində nitq səriştəsinin təkmilləşdirilməsi üçün müasir tələblərin siyahısı verilmişdir. Bu əsər təhsil sisteminin müasir mərhələsini nəzərdən keçirir və universitet təhsilinin əhəmiyyətini vurğulayır. Tələbənin xarici dillərdə peşəkar yönümlü və xüsusi fənn hazırlığı vasitəsilə mədəniyyətlərarası səviyyədə peşəkar ünsiyyət qurmaq bacarığının formalaşmasının mühüm rolu universitet təhsilinin mühüm vəzifəsidir. Bundan əlavə, nitq səriştəsinin formalaşması və təkmilləşdirilməsinin pedaqoji və psixoloji aspektləri dərinlən nəzərdən keçirilir. Tələbələrə xarici dil nitqinin öyrədilməsi məsələləri, tələbələrin nitq səriştəsinin təkmilləşdirilməsi üçün innovativ tədris üsulları və metodları təqdim olunur.

Müasir cəmiyyətdə xarici dilləri bilmək böyük əhəmiyyət kəsb edir. Qloballaşma, eləcə də tərəqqi dövründə xarici dilləri mükəmməl bilən biliklərin bütün sahələri üzrə ixtisaslı mütəxəssislərə ehtiyac xeyli artır. Dil və linqvistik təhsil insanın uğurlu həyatının ən mühüm vasitəsinə, müxtəlif ölkələrin mütəxəssisləri arasında ünsiyyət vasitəsinə, mədəniyyətin bir hissəsinə çevrilmişdir. Bu səbəblərdən xarici dillərin, xüsusən də ingilis dilinin statusunun yüksəldilməsi tendensiyası var ki, bu da onu öyrənmək üçün motivasiyanı gücləndirir. Gənc mütəxəssislərin xarici dillərə yiyələnməsi uğurlu məşğulluğa və rəqabətə davamlılığa zəmanət verirdi. Bu, «Xüsusi Məqsədlər üçün İngilis dili (ESP) [1] kimi bir fenomenin yaranmasına səbəb oldu. Geniş çeşidli peşələr üçün xüsusi lüğət təlimi xidmətləri göstərir.

Bu məqalə innovativ təhsil texnologiyalarından istifadə əsasında nitq bacarıqlarının formalaşdırılması və inkişaf etdirilməsi üçün bir neçə üsul təqdim edir.

Açar sözlər: xarici dillər, təhsil sistemi, nitq qabiliyyəti, peşəkar ünsiyyət, filologiya, nitq fəaliyyəti, linqvistik şüur

**Rəyçi: Filologiya elmləri namizədi, dosent Rəna Şamiyeva
tərəfindən çapa tövsiyə olunmuşdur**